

2005 PAAP Mathematics Entry Slip for Content Standard

B

Student Name: _____

Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

- Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

MATHEMATICS

A. Numbers & Numbers Sense	1	2	3	4		
Ⓐ Computation	①	2	3	4		
C. Data Analysis & Statistics	1	2	3	4	5	
D. Probability	1	2	3	4		
E. Geometry	1	2	3	4		
F. Measurement	1	2	3			
G. Patterns, Relations, Functions	1	2	3	4		
H. Algebra Concepts	1	2	3	4	5	6
I. Discrete Mathematics	1	2	3	4		
J. Mathematical Reasoning	1	2				
K. Mathematical Communication	1	2				

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: B Performance Indicator: 1 Rubric Level: 1 Rubric Page# Math 4

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:

Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Can You Tell...

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to identify the longer or shorter object in each of six given sets of pictures. (Note: The student may identify the object by pointing and have the teacher mark the object he/she has indicated).

Prior Knowledge and Skills Required:

The student needed to practice the comparison of objects based on size many times prior to the assessment.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided the materials, read the directions, and asked the questions.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = Correct

% Correct _____

Other Information: (ex., Clarify how the point value of the task was determined.)

Can You Tell

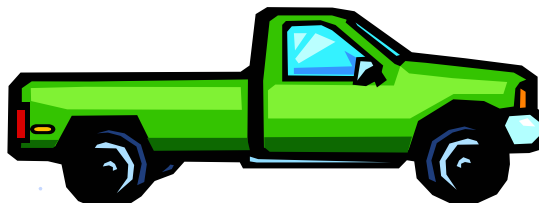
SET 1 Which of these sneakers is shorter?

Mark the shoe that is shorter.



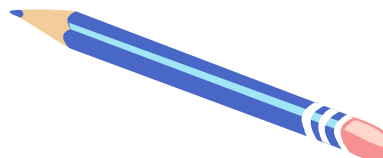
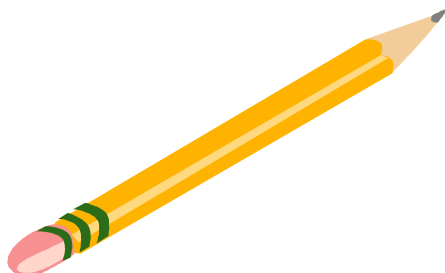
SET 2 Which of these trucks is longer?

Mark the truck that is longer.



SET 3 Which of these pencils is shorter?

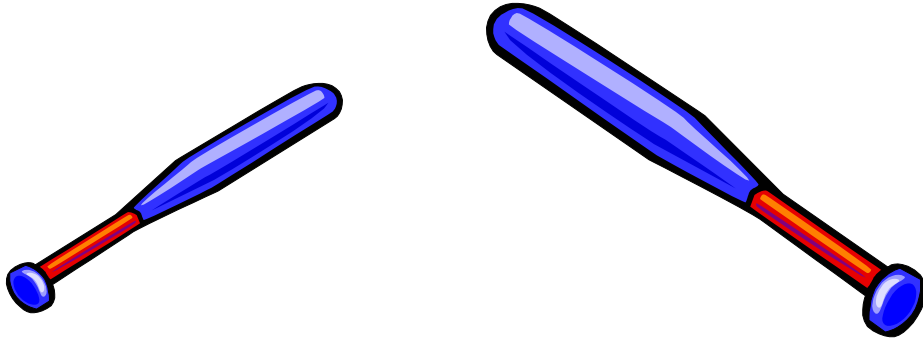
Mark the pencil that is shorter.



Can You Tell *(continued)*

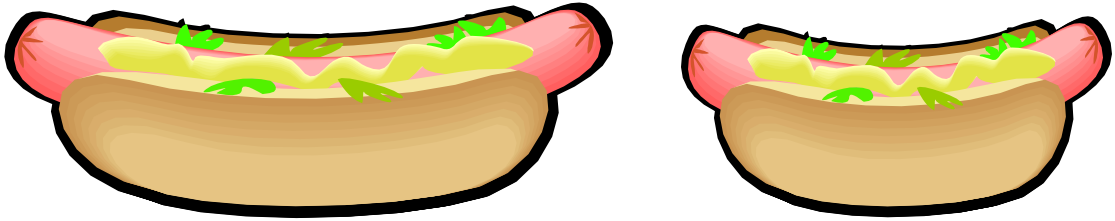
SET 4 Which of these baseball bats is longer?

Mark the baseball bat that is longer.



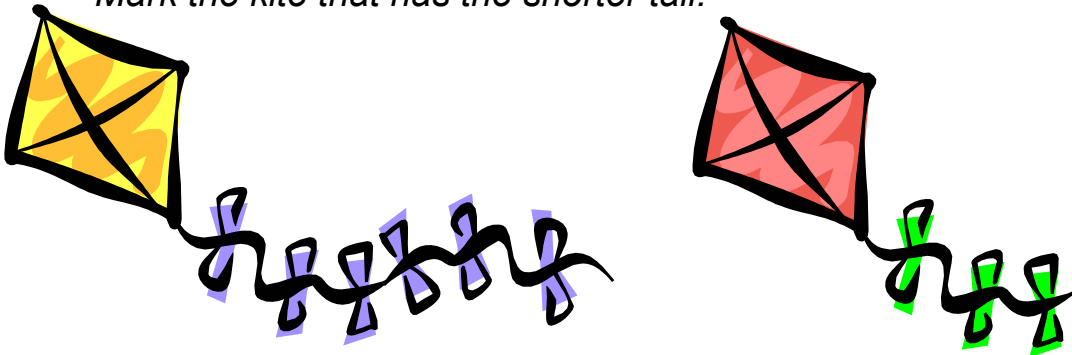
SET 5 Which of these hotdogs is shorter?

Mark the hotdog that is shorter.



SET 6 Which of these kites has the shorter tail?

Mark the kite that has the shorter tail.



% Correct _____

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: B Performance Indicator: 1 Rubric Level: 1 Rubric Page# M 4

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:

Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Can You Tell...

Media

Description of Task: *(Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **second task** for this Entry required the student to identify the longer or shorter object in each of six additional sets of pictures. *(Note: The student may identify the object by pointing and have the teacher mark the object he/she has indicated).*

Prior Knowledge and Skills Required:

The student needed to practice the comparison of objects based on size many times prior to the assessment.

Teacher Role in Task: *(ex. read to student, recorded answers, provided number cards, monitored progress, etc.)*

The teacher provided the materials, read the directions, and asked the questions.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: *(Define any symbols used for completion or correction of task.)*

_____ = Correct

% Correct _____

Other Information: *(ex., Clarify how the point value of the task was determined.)*

Can You Tell

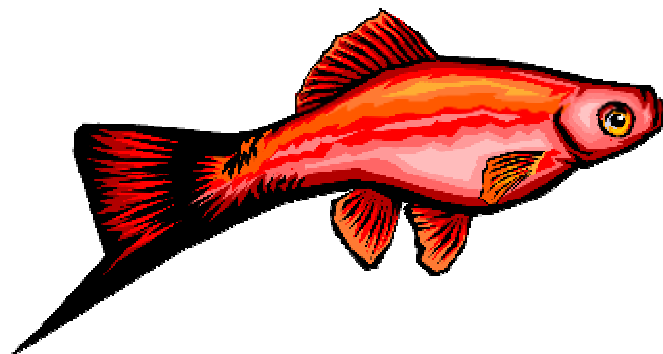
SET 1 Which of these boxes is longer?

Mark the box that is longer.



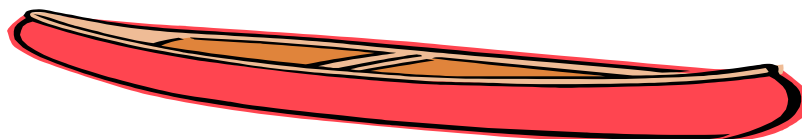
SET 2 Which of these fish is shorter?

Mark the fish that is shorter.



SET 3 Which of these boats is longer?

Mark the boat that is longer.



Can You Tell *(continued)*

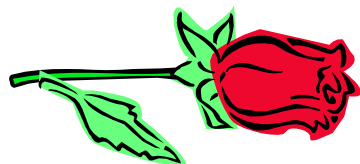
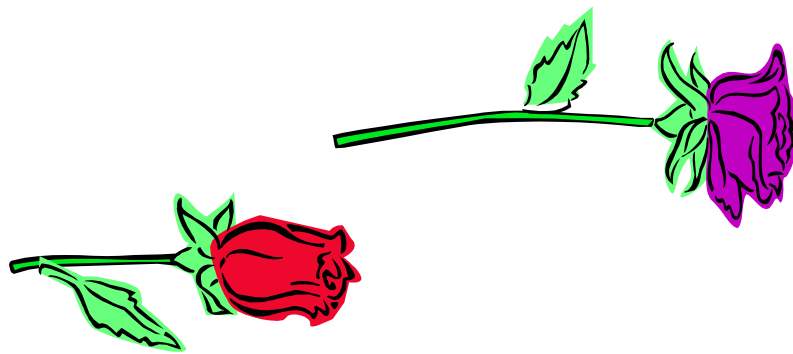
SET 4 Which of these guitars is longest?

Mark the guitar that is longest.



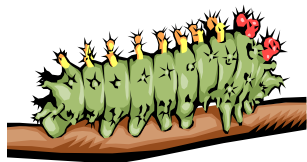
SET 5 Which of these flower stems is shortest?

Mark the flower with the shortest stem.



SET 6 Which of these caterpillars is shortest?

Mark the caterpillar that is shortest.



% Correct _____